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EXTENSION EDUCATION

ON

PUBLIC AFFAIRS PROBLEMS

A Case Study

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MICHIGAN STATE COLLEGE SCHOOL OF AGRICULTURE

Cooperative Extension Service
and

UNITED STATES DEPARTMENT OF AGRICULTURE

Foreign Agricultural Service
and
FOREIGN OPERATIONS ADMINISTRATION

Office of Food and Agriculture

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I
ORGANIZATION CHART
MICHIGAN COOPERATIVE EXTENSION SERVICE

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:U.S.Dept. of Agri.:
:
:Federal Office of:
: Extension :

:.....: Michigan State :
: Board of Agri. :
: President, Mich. :
: State College :
: Dean of Agri. :

:.....: Director of Ext. :

: Ass't Dir. of Extension :
: Gen. Adm. :

: Specialist in : Information :
: Ext. Training : Services :

: State 4-H Club :
: Leader :

: State Agr'l : State Home : College :
: Extension : Demonstration : Department :
: Leader : Leader : Heads :

:.....: District Supervisors :

: Ass't State 4-H :
: Club Leaders :

: Ass't State Home : Subj. Matter :
: Dem. Leaders : Specialists :

: Co.Board of :
: Supervisors :

: Designated Co. Administrator :
: (usually County Agr'l Agt.) :

:County or District :	<u>County Agr'l.</u> :	County or District :
: <u>4-H Club Agent</u> :	<u>Agent</u> :	<u>Home Dem. Agent</u> :
: <u>Urban or Ass't</u> :	<u>Assoc. or Ass't</u> :	<u>Urban or Ass't.</u> :
: <u>4-H Club Agents</u> :	<u>Co. Agr. Agents</u> :	<u>Home Dem. Agent</u> :

..... Administrative authority
... Program coordination
- - - Subject Matter

II
Cooperative Extension Service
Advisory Organization

Executive Committee

:
:
:

	State Cooperative Extension Advisory Board		
	33 Members		
Special	Agricultural Council : Home Economics Council : 4-H Club Council		
Sub- -----	1 member from	1 member from	1 member from
committee	each district	each district	each district coun-
	council	council	cil plus 3 at large
	:	:	:
	:	:	:
	(1)	(1)	(1)
	:	:	:
	:	:	:
	:	:	:

:
:
:
:

	District Cooperative Extension Advisory Board		
	24 - 32 Members		
Special	Agricultural Council : Home Economics Council : 4-H Club Council		
Sub- -----	1 member from	1 member from	1 member from
committee	each county council	each county council	each county council
	:	:	:
	:	:	:
	(1)	(1)	:
	:	:	(1)
	:	:	:
	:	:	:

:
:

	County Cooperative Extension Advisory Board		
	9-14 Members		
Special	3-6 Members	3-4 Members	3-4 Members
Sub- -----			
committee	Agricultural Special	Home Economics	
	Interest or	Extension Council	4-H Club Council
	Agricultural Council		
	:	:	:
	:	:	:
	:	:	:
	:	:	:

INTRODUCTION

This is a progress report of the genesis and development of Michigan's Extension Education Program on Public Affairs Problems and their relationship to agriculture. 1/ It is a story that covers the circumstances which brought the program into being, the basic decisions made, the problems encountered and the progress made. The effort is now far enough advanced to provide participants and observers with a pattern of development for study and reflection.

The story deserves telling because it involves many questions common to Extension work in this field: (1) Why should Extension be concerned with education on public affairs problems? (2) What should be the objectives and scope of such work? (3) How should the Extension Service organize to carry on this function? (4) Whom should Extension try to reach? (5) What teaching methods are appropriate? (6) What is the role of farm organizations? Answers, or partial answers, to these questions appear in the account that follows:

THE BACKGROUND

For a better understanding and appreciation of the steps that were taken to promote this program, it seems desirable that we pause for a moment to familiarize ourselves with some of the basic features of Michigan's agriculture, and the organization of its Extension Service.

The Rural Situation

Michigan is a State of 83 counties supporting a population of 5,471,774 people; 663,610 or 12% of the total are farm people.

The state has three main types of farming areas: dairy; feed grain and livestock; and fruit, truck and mixed. The average annual precipitation is approximately 30 inches. Frost free days vary from 80-180 depending on the locality within the state.

There are 155,589 farms in the state with an average size of 111 acres. The average number of tillable acres per farm is 71 acres. 59% of the farms are considered commercial and 41% non-commercial. 2/

1/ Educational work on public affairs problems and their relationship to agriculture has been a part of Extension Work in Michigan for many years. However, only in recent years has this activity been conducted on an organized, systematic basis. This account deals with this recent development.

2/ Farms with value of products sold of less than \$1,000, part-time, residential and institutional farms are classified as non-commercial.

During 1949 thirty-one percent of the farmers worked off their farms 100 days or more. The average value of land and buildings per acre was \$98.00 in 1950.

On January 1, 1950 the following livestock, chickens and poultry were located on Michigan farms:

	<u>Number</u>	<u>Farm Value</u>
All cattle and calves	1,914,000	\$ 275,616,000
Swine	927,000	24,658,000
Sheep and lambs	425,000	7,907,000
Chickens	12,618,000	18,801,000
Turkeys	128,000	781,000

Major Field Crops - 1949

	<u>Acres Harvested</u>	<u>Yield Per Acre</u>	<u>Production</u>	<u>Value of Production</u>	<u>Value of Sales</u>
Corn	1,790,000	48 bu.	85,920,000	\$ 107,400,000	\$17,495,000
Hay	2,553,000	1.32 tons	3,362,000	68,921,000	6,854,000
Oats	1,575,000	36 bu.	56,700,000	38,556,000	5,528,000
Wheat	1,297,000	27 bu.	35,019,000	64,085,000	46,697,000

Livestock Products Produced During 1949

		<u>Gross Farm Income</u>
Milk	5,677,000,000 lbs.	\$ 201,654,000
Eggs	1,563,000,000 lbs.	58,668,000
Wool	2,744,000 lbs.	1,262,000

Sources of Michigan Cash Farm Income in 1952 Were:

Cherries	1%	Chickens	3%
Apples	2%	Eggs	7%
Hay	1%	Hogs	8%
Potatoes	2%	Cattle and	
Corn	3%	Calves	14%
Beans, dry		Dairy products	29%
edible	4%	Other	4%
Truck crops	6%		
Wheat	7%		

According to the 1950 census the percentage of farms having electricity was 94%; telephones 53%; running water 73%; tractors 72%; and the percentage of Michigan farms on dirt or unimproved roads was 20%. Nine percent of all farms were operated by tenants.

The Extension Organization

The Michigan Extension Service has three main phases of work - 4-H, home demonstration and agricultural. The service is organized along the orthodox American pattern with administrators, supervisors and specialists located at the agricultural college and with Extension agents located in each county. Some of the major features of the organization include:

A governing body called the State Board of Agriculture makes the broad policies under which Michigan State College and the Michigan Cooperative Extension Service operate. All appointments to the staff are made by this board through the college President, the Dean of Agriculture, and the Director of Extension.

The State Director of Extension is the administrator of the State Cooperative Extension Service. He is charged with the responsibility of (1) organization, (2) personnel selection and management, (3) policy determination, (4) program determination, (5) supervision, (6) evaluation, (7) finance, (8) relationships, and (9) reporting to the public. Some of these functions he delegates to others.

The Assistant Director of Extension is in charge of finances and general administration. He acts for the director in his absence.

State Leaders of Home Demonstration Work, Boys' and Girls' 4-H Club Work, and Agricultural Extension are in charge of their respective programs. They work closely with the college department heads in coordinating the work of subject matter specialists and Extension agents.

Assistant State Leaders in Home Demonstration Work serve as the representatives of the state leader in the field. They work closely with county home demonstration agents on methods and the over-all home economics program.

Assistant state leaders in Boys' and Girls' Club Work perform a similar function for the state leader of the 4-H Club program and, in addition, serve as subject matter specialists in club activities.

The District Extension Supervisors serve in a dual capacity. One of their functions is to act as assistant state leaders of the agricultural Extension program. The other function of the four district Extension supervisors is to serve as the representatives of the Director within their respective districts. In that capacity they are in charge of district field operations and personnel. Their job is to see that field operations of the Extension Service are efficient and effective.

It is the task of the District Extension Supervisor to keep positions filled and see that satisfactory working relationships are maintained with public and private agencies. To perform this function they work closely with the assistant state leaders. The district supervisor coordinates all Extension activities carried on in his area and serves as liaison officer between the field and the college. One of his main tasks is to serve as a teacher and counselor to the workers in his district. He is the person that is responsible for the final evaluation of the work of county workers.

In backing up the work of agents in counties the subject matter specialist group, like the supervisory group, is concerned with the improvement of teaching. The specialists' role is to provide effective educational leadership in a subject matter field. He aids the supervisor and agent in the procedural work, but he is primarily responsible for solving problems in ways that are scientific as well as practical, economical, and easy to apply. The specialist originates teaching methods and devices. He prepares written materials and visual aids and should be competent in all Extension teaching methods. His first obligation is to train the field staff and to provide assistance and material for the use of cooperative workers and leaders. In short, he is the key man who helps put science into practice.

Over the years Extension has widely used advisory groups of rural people to help develop the Extension program. Membership in these advisory groups vary from time to time but their counsel, and actual sponsorship of the Extension program is paramount to success. Planning the Extension program in cooperation with local people is a fundamental step in the training and development of capable lay leadership. In line with this philosophy each county has an organized 4-H Club Council, a Home Economics Council, and an Agricultural Advisory Council. These groups work closely with the respective agents on the different phases of Extension programs.

Representatives of the 4-H Council, Home Economics Council and the Agricultural Advisory Council make up the "County Cooperative Extension Service Advisory Board". District and state counterparts of county councils and boards have also been organized to perform a similar function at district and state levels. 3/

3/ John T. Stone. "Development - Organization - Policies." Michigan Cooperative Extension Service, Michigan State College, East Lansing, Michigan, P. 7-11.

GENESIS OF THE EXTENSION EDUCATION PROJECT ON PUBLIC AFFAIRS

Before we begin our account of the genesis and development of Michigan's Extension education work on public affairs problems and their relationship to agriculture, let us make sure that we are clear on what we are discussing. What do we mean when we say "educational work on public affairs problems and their relationship to agriculture"? The words imply that interest is not confined to agricultural policy or problems. Yet the effect of these matters upon agriculture and rural welfare should be a primary consideration.

"Problems" involve situations which appear to a significant number of people to require change. They are "public" problems when the kind of changes that appear to be required are beyond the achievement of the individual or family and necessitate group action. The group action agreed upon becomes the "policy".

The word "public" means that government action, local, State or Federal may be involved. But there is no implication that only governmental means are appropriate or most efficient to solve all public problems. 4/

The objectives for public affairs education are to develop in individuals:

1. An active interest in public affairs questions.
2. An understanding of the issues and the principles involved.
3. The ability to make judgments on public affairs issues on the basis of critical examination of the evidence and logical thinking, and
4. The desire and ability to participate effectively in the solution of these problems. 5/

This type of educational work is based on the philosophy and assumptions:

1. That the welfare of a democracy depends upon the education of its citizens - that the common man, given the facts and the tools for analysis, will make intelligent decisions.

4/ "Educational Work on Public Policy Problems and Their Relationship to Agriculture." Report of Conference June 20-24, 1949, Washington, D. C. U.S.D.A. 7/49 P. 59 Michigan utilizes the definitions developed at this Washington conference.

5/ Ibid

2. That there is general recognition that public policy has important impacts upon the welfare of rural people and upon the development of a sound, satisfactory agricultural economy.
3. That farm people are interested in this general subject, and are seeking understanding as to how public policy is made and the effects and implications of public policy upon their welfare.
4. That the Land-Grant College (and the agricultural Extension Service), as a public education institution, has an important responsibility in this area and an opportunity to serve the best interests of its clientele in the problem areas of public affairs.

Liberty Hyde Bailey has set forth much of the basic philosophy underlying this activity in these words:

"The Wealth of Democracy lies in its people, not in its government or its goods. The product of democracy is self-acting men and women. The well being in progress of society requires that every citizen of whatever age, may have the opportunity to discover himself and to make use of himself largely in his own way. Any theory of the state as the end of society or as the motive of government leads away from democracy as darkness leads away from the light.

"It may be said that the state can bequeath privileges to its people and can develop the highest form of prosperity. Very good. Yet its very perfection is its condemnation; its strength is its weakness; and it will explode of its own pressure. The citizen must be able to think for himself in other than terms of the state." 6/

Origin of the Project

Extension education in public affairs came to Michigan in an organized way in the summer of 1948. Prior to that time the Extension Service had carried on a limited amount of education in this field but almost always as a minor part of regular Extension projects. Generally such work did not carry the label "public affairs". This is not to say that what had taken place in the past was not important. It was. The experience within the state and the experiences in other states as well proved invaluable in the shaping of the Michigan project in public affairs education.

6/ L. H. Bailey. "What is Democracy?" The Scribner Press, New York, 1918, P. 36

It is not possible here to review these earlier efforts of the states in public affairs education. However, some of them included the holding of annual agricultural policy conferences, the sponsorship of Economic Institutes, schools of philosophy, and the functioning of county and state land use planning committees. Many of these efforts may be traced back to the late 1920's and the early 1930's.

More recent happenings helped set the stage and provide the climate for the decision to go ahead on a public affairs education program in Michigan. Two of these developments were national in scope. One of these involved the work of a committee of the Land-Grant College Association on "Postwar Agricultural Policy". In the introduction to its report issued in October, 1944, this committee stated:

".....We have strong faith in the willingness and desire of most citizens to face problems in a broad and realistic manner. We therefore, ask that as this report is studied, the limitations as well as advantages of alternatives be carefully weighed.

"It is not the function of this Committee, or of any other similar group, to determine what agricultural policies shall be adopted. That is the responsibility of the Nation's citizens. Our task is to supply the essential facts affecting farm policy, and to make recommendations on the basis of careful analysis of such facts. It is our hope that men and women on the farms and in the cities will consider these matters carefully, allowing no preconceived loyalties or animosities to becloud the issues, and strive to reach decisions which will cause Americans 10, 20 and 50 years hence to say they reasoned well and acted wisely."

A second development on the national scene that gave added impetus and support to the establishment and promotion of a public affairs education project in Michigan, as well as public affairs education projects elsewhere, was the report of a Joint Committee on Extension Programs, Policies and Goals, representing the United States Department of Agriculture and the Association of Land-Grant Colleges and Universities. In this report of August, 1949, in the chapter on "Objective and Scope", the members of this committee had this to say: 7/

"Extension's job is not only growing vertically, in the number of people served; it is also growing horizontally, in the breadth of subject matter covered.

7/ It is significant to note that the chairman of this committee was John A. Hannah, President of Michigan State College.

"There is always a danger, in speaking of new problems which need attention, that the statement will be taken as a suggestion that old problems should be slighted. Quite the reverse is intended here. As has been said, the immediate problems of the farm, the home, and rural youth - including production of the necessities of life for all without destroying the basis of the Nation's food supply - should continue to constitute the basic core of Extension work. That work needs to be continued with increasing vigor and effectiveness.

"Nevertheless, more and more, public appreciation is developing of the interlocking interests of all groups of society in connection with many problems of fundamental significance to all. Most of these problems are not amenable to solution by individuals acting solely in their own behalf. They must be approached through group action. They vary all the way from problems of local concern impeding the development of desirable community institutions and the most satisfying community life, to problems which are of major international concern.

"On the community or county basis, the need for improved local health services, public school facilities, land use controls in some areas, and similar matters are typical of such problems. On the broader front are such questions as the most appropriate long-time program for agriculture, tax policies and public indebtedness in relation to national welfare, the proper role of this country in helping to maintain international stability and world peace, and many others.

".....Extension has a responsibility to render educational assistance in connection with such problems. This assistance should be rendered on the basis of presenting facts and alternative procedures fairly in the educational spirit of helpfulness. The course of action to be taken should be left with the individuals and groups, who will weigh the facts and possible alternative procedures and make decisions in the light of their own interests and in reference to the interests of their fellows." 3/

The "Postwar Agricultural Policy" report and the "Joint Committee Report on Extension Programs, Policies and Goals" were widely circulated in American agricultural circles. Their recommendations carried great weight, particularly in the Land-Grant college system.

Events Within the State

In the meantime in the fall of 1945 Dr. Arthur Mauch, an agricultural economist who had spent several years with the U. S. Department of Agriculture, was employed by Michigan State College to do Extension work in

8/"Joint Committee Report on Extension Programs, Policies and Goals." U.S.D.A. and Association of Land-Grant Colleges and Universities, Washington, D. C. August, 1948. P. 9

agricultural economics. Mauch had a natural interest in the broader phases of agricultural economics, and it was not long before he was surveying the scene to learn what might be done to broaden the horizon and increase the perspective of farmers. His first opportunity to do something in public affairs education came in 1946 in the form of an invitation to discuss public policy questions on international trade before a sugar beet grower audience. Extension administrators reluctantly gave Dr. Mauch permission to accept the assignment and cautioned him to use extreme care in handling the subject. In their opinion this was a departure from the traditional subject matter of Extension and could easily get the Extension Service in trouble. Mauch's assignment turned out well. He presented the pros and cons of various issues and indicated the various alternatives and possible consequences. To his surprise he found that the meeting also contained sugar beet processors. No attempt was made to "sell" a program and everyone left the meeting in a happy frame of mind. Mauch came to the conclusion that the college staff could talk to people about these questions without making people angry.

The success of this meeting led to a series of four Economic-Forum meetings in the spring of 1947 in Lake and Mason counties. Mauch with the aid of other members of the Department of Agriculture Economics discussed four topics: (1) A Review of Our Agricultural Policy, (2) The Inter-dependence of Agriculture and Urban Businesses, (3) Our Price and Production Policy, and (4) Our Foreign Trade Policy. The speakers utilized lectures, films and discussion periods. Again the meetings were successful. In addition to this series of Economic Forums the Extension Service began to include public affairs topics along with outlook topics at outlook meetings for farmers.

These national and state developments that we have taken considerable time to depict were important - for they provided the administrative environment within which bolder action could take place.

In the spring of 1948 Mr. Clark Brody, now Executive Vice-President of the State Farm Bureau Federation and Mr. John Yeager, now Executive Secretary of the same organization, approached Dr. Ernest L. Anthony, Dean of the College of Agriculture, Mr. Robert J. Baldwin, Director of Extension, and Mr. C. V. Ballard, County Agent Leader, with a request: Would the college undertake the task of providing objective public affairs information for its membership? The Farm Bureau leaders stated that their organization had been attempting to produce material on public affairs matters for its 800 discussion groups in the state, but the effort had not been successful. 9/

9/ There are three general farm organizations in the United States. The Farm Bureau, The Grange, and the Farmers' Union. In Michigan the Farm Bureau is much the larger of the three. The Farm Bureau groups in Michigan usually consist of 5-10 families.

They had found it difficult to produce factual, unbiased materials. In fact the Farm Bureau leadership had been accused of getting out solely propaganda articles. As a result of this experience the State Farm Bureau leaders had decided to ask the college to prepare suitable material. This procedure would have the advantages of furnishing farmers with unbiased information and protecting the Farm Bureau leadership from propaganda charges.

Dean Anthony, Director Baldwin and County Agent Leader Ballard agreed that the college ought to be doing more in the public affairs education field. But how could the college undertake this effort?

Several meetings were held to discuss what could be done. Representatives of the State Grange and the Farmers' Union were invited to take part. Together they studied the relation of public affairs to other educational work and therein found a solution. In 1946 the Congress of the United States had enacted the Research and Marketing Act. (R.M.A.) Under the terms of this Act Federal and State agencies were directed and authorized to expand agricultural marketing research and service work. In carrying out this expansion it was contemplated that the scope of Extension economists and Extension work in general would need to be broadened to include some areas of work involving public interest. While it was clear that any project under this Act would have to be a marketing one, the college administrators felt quite sure that many problems in public affairs were identified with marketing.

Having found a way to undertake this effort the College proceeded to develop a project with the advice of farm leaders. These are the main features of the project:

Name of Project: Market Price Analysis and Economic Education for Agriculture.

Objectives:

- (a) To develop an understanding of the following economic items among farmers, farm organizations, public agencies, and other related groups which will better enable them to interpret, formulate, and make necessary adjustments to agricultural marketing programs and price policies:
 - (1) Economic Factors Affecting
 - 1. Domestic markets for agricultural commodities
 - 2. Foreign markets for agricultural commodities
 - 3. The inter-dependence of domestic and foreign markets
 - (2) The impact of current and prospective agricultural marketing programs on the welfare of various types of farmers, and also on the welfare of the economy as a whole.

- (3) The effect of trade restrictions, both interstate and international, on the agricultural economy of the State of Michigan and the United States as a whole.
- (b) To make available market price analyses and current market information that will promote economic marketing and distribution of agricultural commodities.

Problem and Need for Work:

Michigan is both an agricultural and industrial state. Her \$725,000,000 gross agricultural income comes from a great variety of agricultural commodities. She ranks high in the production of fruits, vegetables, dairy products, livestock, poultry, and several farm crops.

Because of this extreme diversity of interests in Michigan, the changes in national and international programs and policies have many and varied repercussions on the various farming elements. Hence, there is much need for an educational program to assist the agricultural interests in interpreting, evaluating, adjusting to, and improving the programs and policies affecting them.

The agricultural interests of the state are highly organized. Over 500 cooperative associations with their statewide federations by commodities, The State Grange with local affiliates, Farm Bureau with local affiliates, and about 800 discussion groups, the Farmers' Union and local affiliates, Michigan Association of Farmers' Clubs, and the Commodity Trade Associations which combine the interests of farmers and distributors, all are requesting information and help in solving the problems set forth in the objectives.

The research work in these fields is being expanded but personnel and facilities are lacking in extending this information where needed. At present there is available the equivalent of less than one man full time in the Economics Extension Service to cover this broad and important economic field.

Method of Operation

- (a) Preparation of marketing articles for publication, in "Michigan Farm Economics".
- (b) Conduct a series of schools with farm leaders and organizations to develop a better understanding of the problems stated in the objectives.
- (c) Develop specific economic discussion projects for use in county extension programs and by farm organization discussion groups.

- (d) Disseminate educational information on the problems stated in the objectives by such agencies as the radio and press.
- (e) Demonstrate by use of charts, motion pictures, and other visual aids, practices which will aid in interpreting and formulating agricultural marketing programs, both national and international, and aid farmers in making necessary adjustments in their marketing operations.
- (f) Correlate this work with research projects in price analysis and the work of commodity specialists.

As soon as the project was developed, Dr. Clifford Hardin, Acting Head of Agricultural Economics in the Department of Economics, traveled to Washington for the necessary approval. His efforts were successful. The Federal government agreed to contribute \$10,000 per year and the State a like amount.

According to the plan, the college would assume the responsibility of developing a series of discussion pamphlets on topics mutually agreed upon by the college and the farm organizations. Furthermore the college would undertake the task of training Farm Bureau discussion group leaders, lecturers of Granges and the leaders of such other rural groups as were interested in discussion group techniques and in the content of public policy subjects. The farm organizations for their part agreed to provide the discussion leaders and to make use of the material.

IMPLEMENTATION OF THE PLAN (Fall of 1948)

Once the decision had been made to embark upon the new project a whole series of questions arose. Some of these included: (1) selecting personnel for specialists in this field of endeavor, (2) deciding who would do most of the public affairs work, (3) securing administrative support, (4) handling questions of value judgments, (5) dealing with pressure groups, (6) selecting appropriate problems as discussion topics, and (7) choosing the best teaching methods.

The answers to these questions were not always easy to find. While there had been a considerable background of public affairs work in Michigan and elsewhere in the United States, much of this experience was not applicable to the new situation. It soon became apparent that this would be a trail blazing effort in many respects and that a trial and error method of procedure would be unavoidable.

The number one task was to select a capable person to head the project. This decision was soon made. Dr. Mauch had shown a great interest in this field of work since the time of his arrival at Michigan State in 1945. He had provided much of the leadership in the discussions with the farm organizations and in the preparation of the R.M.A. project. Furthermore he was an experienced agricultural economist who had manifested an interest in not only the broader phases of the economics of agriculture but an interest and a sympathy in the disciplines of political science and sociology. It was only natural then that he was selected to head up the new project. Dale Hathaway, a promising young graduate student in agricultural economics, was selected shortly thereafter to work with Mauch. Recruitment steps were taken to find another specialist as Dr. Mauch's duties permitted him to spend only 50% of his time on the new activity.

Deciding who would do most of the public affairs work was another question that required considerable thought. Should most of it be done by the specialist? What should be the role of the county agent and the local leaders in a public affairs program? The answers to these questions tied in with another - "Whom are we trying to reach"? The answer to this latter question had already been made in large part in the College's agreement to provide material for the Farm Bureau groups. The approach was to be a mass one, reaching through discussion leaders to the grass roots level. The decision was made to indoctrinate the agents in the value of the program, and then to influence them to sponsor public affairs education programs in the counties.

Securing administrative support did not appear to be a problem. The Dean, the Director and the County Agent Leader were strongly in favor of the project, and the proposition of "selling" the program to district agents and county extension workers did not at the time appear to be a difficult one.

The question of selecting appropriate topics was handled with little difficulty. The college made up a list of topics and the farm organizations made up a list; then a conference was held to make the final selections. It was decided that the first 5 discussion pamphlets should cover these subjects:

Does world trade help Michigan farmers?

Do farmers get a fair share of the food dollar?

After World War I did farmer programs help?

Can we gain by reducing production?

Do we want a Brannan Program?

The college administrators and public affair specialists made these decisions and assumptions as they went forward on their new endeavor:

1. Discussion pamphlets would be prepared in such a fashion that the average farmer could read and understand them. The pamphlets should have a "readability level" of 8 years of education.
2. While the college would cooperate fully with the Grange, Farm Bureau and other organizations in this effort, the distribution of the pamphlets and other material would take place through the county agents and the regular Extension Service channels.
3. College specialists in public affairs would meet with as many county agents and their discussion leaders as time would permit.
4. Extension would probably uncover a new type of local leader for public affairs work.
5. The College would not attempt to carry on public affairs education during the summer months. Farmers were too busy at that time of year.

Decision making on the various questions that arose in connection with the new effort took place over a considerable period of time. However, after the project had been approved, one of the first steps was to acquaint the county Extension workers with the new program. This was done at the time of the annual Extension Conference in September. Dale Hathaway has described the reaction of the county agents in these terms:

"Our program in Michigan was started in September of 1948 as soon as personnel was available. There was little time to condition the county agents to accept it, as it was desired to have the program in full operation by late fall or mid-winter. The first complete knowledge that the county agents had of the new work came when the Extension Director called them together for a special meeting at the annual conference in September and explained what the program was and what their part was to be.

"Extension authority is largely along informal lines. Within the county the county agent and his guidance committees determine what programs are to be carried on and the emphasis they shall receive. This last factor is the determining one in most programs since the agents may be required to carry out a program, but they cannot be required to do it effectively.

"The immediate reaction of the county agents when they were confronted by the new program was varied. Many who had long recognized the need for such work were enthusiastic, some were indifferent, and a few were visibly opposed to the new program. Strangely enough, it was usually the county agents representing the poorer and less progressive counties who were cool to the proposal. One even remarked, "Why should I worry about how my people think on public problems, they don't even know how to produce efficiently yet". It should also be mentioned that nearly all of the agents were trained in production techniques, most of them had been working in promoting production techniques, and many of them were at or beyond middle age. Any new program would have been accepted into their crowded schedule with some misgiving, but one which required new teaching technique, involved foreign subject matter, and could produce few visible results, made winning their acceptance even more difficult." 10/

Hathaway observed that as a result of these attitudes the early operation of the program suffered. Some counties participated actively; others not at all. Many were in between. He conjectured that this un-auspicious beginning was due partly to the belief of the Director and the specialists concerned that the importance of the program was so great that no one could fail to recognize its importance, and due partially to lack of time. 11/

The effort to gain the support of county agents and to get the program into motion followed a common pattern throughout the state. The brunt of the work fell upon Mauch, Hathaway and a few of their associates in the Department of Agricultural Economics. The first step was the preparation of the discussion pamphlets. The second one was the holding of regional meetings of county agents to present the subject matter and discussion methods. The third step consisted of holding county meetings of local discussion leaders. 12/ It was an extremely busy period for the

10/ Dale E. Hathaway. "Public Policy Education - Extension's Newest Challenge." Term paper for Graduate School of Public Administration, Harvard University, Cambridge, Mass. May 15, 1951. P. 14-15

11/ Ibid

12/ These meetings were usually conducted in the following way. First, the college specialist took 20-25 minutes to give the background on the subject. Then the participants were organized into groups of 5-6 people each with the assignment of discussing one of the questions raised in the discussion pamphlet. Each group had a different question. The third step called for 30 minutes of discussion in the small group situation. Following this step the groups come together again for group reports. This was followed by an open discussion period.

college specialists as their leadership and drive was required in all three operations.

By the close of 1948 the college administrators and specialists in public affairs felt encouraged. Two discussion pamphlets entitled "Who is to Blame for High Food Prices" and "Are Hard Times Ahead for the Farmer" had been prepared and issued. About 20,000 copies of each were being distributed by county agents to discussion leaders. The pamphlets designed to stimulate interest in and discussion of agricultural price problems and principles were being used by Farm Bureau discussion groups, Granges, and even labor groups in some instances. Two more pamphlets were in the process of being prepared.

In addition to the use of the pamphlets the college specialists had begun to make use of the radio for public affairs broadcasts and to prepare articles for "Michigan Farm Economics", a publication of the Department of Agricultural Economics. The requests for personal appearances of the college specialists at rural and urban meetings were becoming greater and greater with each month. Some of the requesting organizations included: Kiwanis Clubs, Production Credit Associations, Vocational Agricultural Teacher groups, Granges, Extension groups, Michigan Association of Farmer Cooperatives, Michigan Bankers Association, County Farm Bureaus, and Farm Managers and Rural Appraisers of Michigan.

PROGRESS DURING 1949 AND 1950

As the new program entered 1949, a pattern of procedures and operations had been established. Extension education on public affairs problems would be advanced in several ways. These would include (1) the preparation and use of discussion pamphlets at farm organization gatherings, (2) preparation of articles for the Michigan Farm Economics, (3) a weekly newsletter to county agents and other selected people giving up-to-date analysis of economic facts and trends, and (4) personal appearances of the specialist staff at meetings upon request. The focal point of the effort would be the development and use of discussion pamphlets.

The procedure on the preparation and use of the discussion pamphlets would be:

1. Topics chosen by a committee
2. Preparation of material

Give background material

Set forth yes and no sides to each question

Take no stand on questions

Have discussion questions at end of article

Use illustrations to emphasize points

3. Presentation

Have monthly meetings with county agents at district conferences. Discuss current issues and problems.
Distribute supplies to agents.

The Plans Specified That:

Each county agent would hold monthly leader training meetings for group discussion leaders to discuss subject matter and methods of presentation. Each discussion leader would receive enough discussion pamphlets for the number of families in his group.

Then each group discussion leader would lead the topic in his local group. It was expected that some groups would report their findings to their organization headquarters.

Groups to participate would include: Michigan Farm Bureau, Michigan State Grange, Farmers' Union, Veterans' Agriculture Classes, civic groups, and labor unions where interested.

Personnel envisioned to do the job included: (1) two economists full-time to write the discussion pamphlets, newsletters, and present the material to discussion leaders, (2) one economist quarter-time (project leader) to aid in editing material and to give supervision to the conduct of the work, (3) one public relations man half-time to aid publication and prepare news releases, and (4) one economist half-time to be stationed in the Upper Peninsula to service that area. 13/

In retrospect it can be said that the 1949 plans were carried out largely as intended. There were some exceptions. Recruitment of personnel, for instance, took longer than expected, and it was not until January of 1950 that the full complement was on hand. At that time Durward B. Varner joined the staff on a full-time basis and Richard T. Hartwig on a part-time basis. Owen Glissendorf, an information man, had joined the staff somewhat earlier in 1949. Later in 1950 Dale E. Butz joined the staff to replace Dale Hathaway who was granted leave to continue his graduate study.

Three or four developments took place during 1949 that warrant our attention. The first one dealt with the approval of a Research Marketing Act project "Reducing Instability of Market Prices for Michigan Farm Products" to complement the Extension project "Market Price Analysis and Economic Education for Agriculture". It is not possible to duplicate the entire contents of the project here; however, the "problem and need for the work" was set forth in these words:

13/ "Educational Work on Public Policy Problems and Their Relationship to Agriculture". Op. cit. P-30-31.

"Prices for farm products in Michigan and other areas are subject to change from season to season, from year to year and over a period of years. Farmers attempt to maximize net returns (or minimize losses) by adjusting production plans and marketing methods. Programs designed to reduce these fluctuations or soften their impact on farmers income have been put into operation, at the local, market, state, or national level. New plans are advanced from time to time for the improvement of current programs. These programs and proposed plans include supported prices, various kinds of commodity and marketing pools, marketing quotas, quality and standard regulations, production controls, forward prices, production adjustments and others.

"The impact of these programs and proposals on farmers expectations and production plans in Michigan needs to be analyzed and evaluated. This will be done to determine which of the alternative methods will be most effective under changing economic conditions in adjusting Michigan farm production and marketings to consumer demands consistent with social and economic goals of nutrition, income stability, and efficient use of resources in agriculture. Current and proposed programs require evaluation to determine the conditions under which they may be effective or ineffective and to what extent their effects may be counteracted by changes in production or marketing practices by individual farmers in Michigan.

"This type of analysis and evaluation will provide the information needed for anticipating the probable results of adopting one or a combination of price and marketing programs on a local, state, or national level. It will provide farmers with better information upon which to make their production plans and adjust their combination of enterprises to market demands.

"This type of information will be carried to farmers through the operation of Extension Hope-Flannagan Project 98, "Market Price Analysis and Economic Education for Agriculture". The Michigan Extension Service has requested the development of this research project to complement the extension project now in operation. Personnel from the Extension Service has cooperated in preparing this proposed project."

The research project made provision for approximately \$27,000, half Federal and half State. It called for a staff of two professional economists and was approved for a period of five years. The College realized that an Extension educational program in marketing and Public Affairs must rest on sound research findings.

The Washington Conference on Public Affairs Education

A second development during 1949 of tremendous significance for the advancement of Extension Education Work in Public Affairs throughout the United States as well as Michigan, concerned a conference of state Extension workers in Washington, D. C., June 20 to 24th to review what had been done in educational work on public affairs, consider problems being encountered, and to work out suggestions that would be helpful in a further development of the work.

Director M. L. Wilson of the Federal Extension Service in opening the conference referred to the report of 1945 on Postwar Agricultural Policy and to the Joint Committee Report on Extension's Programs, Policies and Goals that we have already mentioned. Director Wilson stated:

"We, therefore, are definitely committed to very active work in this field and I feel that we have not done as much in this field and are not now doing as much as the field justifies. Few people have been trained to serve as extension specialists in the field of agricultural policy. Many men can acquire ability to serve if they are given the responsibility and supplied with necessary information.

"I feel the public policy field is probably much more difficult than other fields and requires a great deal of skill and judgment both in subject matter and relationships related to public policy. Many States have done a good job. There has been much advance in this field of educational work. Your discussions this week will deal with such experiences."

Representatives from 18 States attended this conference as well as representatives from the U. S. Department of Agriculture, The Farm Foundation and several colleges and universities.

During a five day period the conference took up such topics as "State Experiences", "Characteristics of Educational Work in the Field of Public Policy", "Educational Techniques that Apply in the Field of Public Policy", and "Scope and Objectives".

Michigan was represented by Dr. Mauch. The Michigan experience was pooled with that of other states. At the end of the five day period the group set forth suggestions on scope and objectives, educational methods, and source material.

We will indicate some of the more important suggestions for two reasons. First, the Michigan experience had played a considerable part in the formation of some of the recommendations. And, second, the recommendations of this conference came to represent the general guideposts to

doing Extension educational work on public affairs in Michigan.

The conference set forth these guiding principles:

1. Work in this field presents special problems. Controversial issues will often be involved. Our task is not to suggest the solution of such issues but to present all of the circumstances to be taken into consideration in reaching decisions thereon.
2. It should be recognized that the discussion of public policy issues involves not only scientific facts and principles but ethical choices as well.
3. Work in this field should be recognized as a responsibility of the institution as a whole. Effective accomplishments will involve the assignment of definite personnel by the Extension Service.
4. Plans for carrying out this work should be organized in a way to reach all groups affected by public policy programs.
5. Presentation of the problems involved should strive for objectivity and avoid indoctrination.
6. Problems should be defined to delineate the issues involved.
6. The present and future consequences of programs and problems should be analyzed to set forth the issues in clear meaningful terms.
8. Special emphasis in this field of work should be given to the selection of significant problems and policies and to the timing of the educational work pertaining to those problems and policies.

Under "Qualifications for State Extension Personnel" the members of the conference recommended:

"Personnel for the development of this field of work at the State level should have (1) a broad background of training in the social sciences, (2) maturity of judgment and experience in meeting farm people, (3) the ability to lead and develop discussion and stimulate self-expression, and (4) respect for the judgment of others.

"Special attention should be given in college curricula to the needs of those who may wish to prepare themselves for educational work in the field of public policy. In-service training should be available for the personnel now assigned to this work."

The conference had this to say about the effectiveness of different educational methods:

"The lecture method is useful if used by one who himself thoroughly grasps the problems and has the ability to transmit such grasp to others. Too much dependence can easily be placed on this method, as lecturers can "get by" especially if questions are not asked. It should not be a matter of how much a lecturer can "unload" but rather how much the listeners can take away and use. The lecture method will continue to be used but emphasis must be placed on making it more effective in arousing interest and raising questions.

"Discussion methods in their various forms are the most effective especially with small groups of 25 or less. Since this method consists of exchanging of ideas among individuals, the raising of questions relating to obscure points, it leads to a clearer understanding and stimulation of the thinking process. In addition, it encourages taking part in meetings, in expression, and finally general democratic participation. Discussion is not limited to organized meetings but may be used in direct contact with individuals. Discussion, therefore, rates high as an educational method on topics of public policy."

Returning to Michigan, a third development of major importance during 1949 was the holding of a summer work conference for county agents, their assistants, the subject matter specialists, and the extension supervisory staff. For one week "The Joint Committee Report on Extension Programs, Policies and Goals" was discussed in the mornings and agricultural price policy in the afternoon. Mr. P. V. Kepner, assistant to the Federal Director of Extension, who had served as Secretary for the Joint Committee, led the morning sessions and Dr. Thomas Cowden, the new Head of the Department of Agricultural Economics, the afternoon meetings. Both men did a fine job. It is reported that after these discussions there was little doubt that public policy education was not only within the objectives of Extension but that it was one of the most important objectives of the service. The program served an important function in securing the support of county Extension workers for the new effort. College Extension specialists report that the number of counties participating in the program increased immediately and the effectiveness within counties improved as the result of this conference.

By the close of the year (1949) seven discussion pamphlets had been prepared and issued since the inception of the program. Subjects covered in 1949 included:

Does World Trade Help Michigan Farmers ?

Do Farmers Get a Fair Share of the Food Dollar?

After World War I - Did Farm Programs Help?

Can We Gain By Reducing Production?

Do We Want A Brannan Program?

The meetings on the Brannan Plan were particularly well attended. This was a plan of Mr. Charles Brannan, the Secretary of Agriculture, that offered higher prices to farmers and lower prices to consumers. It had become a political issue of considerable magnitude throughout the country. Therefore, observers of the public affairs program were amazed that Dr. Mauch and his colleagues had the fortitude to go ahead on a discussion pamphlet on this topic. Many said "do you mean to say that the Federal government helps support this Extension education program in public affairs, and that you can print anything that you like"? Despite the delicate nature of the subject the Michigan team handled it with objectivity and to the satisfaction of all.

In addition to the work on discussion pamphlets, three motion pictures had been procured and were being utilized. They were "Round Trip - The U.S.A. in World Trade", "Productivity, Key to Plenty", and "Distributing America's Goals". Likewise a monthly half hour radio program on public affairs had been initiated.

The research program was also getting underway. Projects included:

- Reducing Instability of Market Prices for Michigan Farm Products,
- International Developments Affecting Agriculture,
- An Analysis of the Reciprocal Trade Agreement Program in Relation to Agriculture, and
- An Analysis of Relationship of Canadian-American Agricultural Prices.

In addition to these activities in the extension and research fields the resident teaching program of Michigan State College in the area of public affairs was substantial. It included such courses as:

Principles of Agricultural Economics, National Agricultural Policy, Current (Agricultural) Problems, Economic Analysis and Agricultural Policy, Introduction to Economic Research (in Public Policy), International Competition in Agriculture, and Rural Land Economics.

In appraising the progress of the program at the close of 1949, Dr. Mauch stated:

"Although many Land-Grant Colleges have been reluctant to enter discussions of controversial issues, we have had gratifying experience in that area. Although we are dealing with an intangible subject, the farm people in Michigan have shown an intense interest. They have shown strong support in our discussion project and the repeated requests indicate real interest in the speeches and written material.

"The greatest handicap has been the lack of personnel and funds to operate at the desired efficiency. These problems are being solved. As new men become available, we are trying new approaches to the never ending problem of the best way to get the material across to the average person. This will continue to be our greatest problem, but one on which we are continually working." 14/

Developments During 1950

Developments during 1950 may be covered briefly. In terms of statistics 5 Open Meeting - discussion pamphlets were prepared, 44 radio programs presented, 15 articles printed in farm journals, 15 special news stories issued, 291 meetings held with an attendance of 23,954. The demand for discussion pamphlets had increased from 15,000 in 1948 to as much as 40,000 copies per issue in 1949. In Mauch's opinion much of the success of the pamphlets was due to (1) selecting topics of major importance, (2) selecting controversial issues with alternative courses of action, (3) having the information at hand to develop the articles, and (4) making sure the topics were timely. It has been the Michigan experience that subjects must be discussed at a time of great interest. However, this time should be before the issues become so heated that people can not discuss them objectively. 15/

14/ "1949 Annual Report of Extension Projects in Agricultural Economics." Public Policy Education Work in Michigan. Michigan State College, East Lansing, Michigan, 1949. P. 2

15/ The early discussion pamphlets usually were built around an outline of the problem (including the background), objectives and then the "pros" and "cons" of the issue. This "pros" and "cons" approach was criticized by some public affairs workers who preferred a discussion centered around "alternatives" in courses of action and "consequences". They said the "pro" and "con" approach was not educational, that it merely fortified biases. The Michigan pattern has now shifted toward an "alternative" and "consequence" format.

Open Meeting - Discussion pamphlets prepared during 1950 were:

Who Sets Farm Prices?
Will Coops Solve the Farmers' Problems?
Are There Too Many Farmers?
Can The Government Prevent a Depression?
Income - Living - Government Aid. How Does The Farmer Rate?

From the standpoint of efforts to gain the support of county extension workers the highlight of the year was the annual Extension conference. During this conference three afternoons were devoted to the discussion of Agricultural Policy questions.

A public policy committee at the Extension conference dealt with these questions:

How can we reach the masses?
Are leaders meetings worth the effort? How can they be improved?
How can we get leaders to do more with their local groups?
How can we get better rural-urban relations?
How can public policy be fitted into the Home Economics Program?
Should we have a state forum this fall? Who should sponsor it?
What topics will be appropriate in 1951?
Should meetings be rationed to remove competition?

Work Conferences on Public Policy Problems

One of the major developments in 1950 in the public affairs extension educational field was the sponsorship by the Farm Foundation of a national "Education and Methods Conference in Public Policy", and a series of four regional workshops on public affairs problems. ^{16/} The methods conference was held in Chicago, Illinois and the workshops at Petersham, Massachusetts; Atlanta, Georgia; Boise, Idaho; and Madison, Wisconsin.

Mr. F. W. Peck, Director of the Farm Foundation, expressed the interest and need for extension education work in public affairs at the Chicago meeting in these words:

"For the past twenty years significant public policy in agriculture has profoundly affected the economic, social, and political destiny of this country. National experience with programs designed to promote the economic status of the agricultural industry has focused peculiar national attention upon relationships between agriculture and the balance of the economy.

"Presently there is mounting interest in the fashioning of such a policy and program development as will achieve a common objective of farm welfare in line with the advancement of the general welfare.

^{16/} The Farm Foundation is a philanthropic institution whose main objective is to promote better understanding by rural people of those forces and influences that bear upon their economic, social, and spiritual welfare.

It is high time that all segments of our intelligent population better understand all phases of existing and of proposed policies that bear so directly upon the levels of living that will prevail in our economy over at least the next quarter of a century.

"Finally, there is being manifested an experienced need, that constitutes almost a demand, that educational institutions, essentially those with extension resources, assume the leadership required to stimulate consideration and discussion of important public questions. This does not mean in any sense embarking upon a program of supporting, advocating, condemning or advising what points of view or what judgments participants in discussions may embrace - the teaching function clearly is one of stimulating and leading consideration of all sides and angles of any given policy or hypothesis."

The meetings in 1950 have been followed in each succeeding year by an annual meeting of Extension folk involved in public affairs education work. The Farm Foundation in each instance has provided funds for the travel of participants and miscellaneous expenses. By 1954 practically all states were participating in these annual meetings.

These conferences have proved extremely helpful to everyone concerned. They have provided an opportunity to discuss the progress of the work, problems and solutions. The annual meeting has been an excellent device to spread new ideas. Dr. Mauch, as he looks back, gives much credit to these annual occasions. He feels that they have helped considerably in the Michigan program.

Survey of Public Affairs Work

As the end of 1950 approached, Dr. Mauch, Dr. Varner and their associates decided that a survey of county agent attitudes and experiences might be helpful for the future conduct of the program. Agents from 53 of the 83 counties of the state answered their questionnaire.

Some of the results of the survey were:

1. 40 agents stated that they were using "Open Meeting" discussion pamphlets.
2. 24 of 35 agents responding felt the material was used effectively by local leaders.
3. Among the reasons that agents gave for not using the material:

"Did not have time," "Lack of interest among people,"
"Did not feel I had adequate background", and "Groups
had other topics."

4. 18 of the agents held regular monthly meetings with discussion leaders; and 13 held irregular meetings.
5. Chief among the problems encountered were (1) inadequate background (of the agent) to handle economic topics, and (2) conflicting discussion material from other sources.
6. The agents wanted two things primarily: (1) more help from the college in the county and (2) better coordination with farm organizations. 17/

At the end of the year Dr. Mauch, Dr. Varner and their colleagues sized up the situation:

"In beginning this project 2 years ago it was decided that the first objective should be to create an awareness among the people of the importance of economic and public policy problems and to emphasize the role of the individual in solving their problems. From this beginning it was believed that a sufficient interest could be generated to warrant a more careful study of basic economic information.

"It appears that the first objective has been attained. This conclusion is drawn from the fact that (1) the discussion pamphlet is now being distributed to from 25,000 - 40,000 families in the state; (2) while project personnel conducted 153 meetings with a total attendance of 11,322 during 1949 - the year just concluded has seen 291 meetings with 23,954. These meetings are held only upon request from interested groups, and these requests are constantly becoming more numerous. Reaction of this type of information has been very favorable.

"Having created an awareness of the problems involved and having generated an interest in securing more information on these matters, the project will now move into its second phase, that of providing basic economic information. Plans have already been established for conducting 9 District schools during the month of January, again in February and similarly in March.

"These District Schools will be woven into the framework of District Agricultural Councils which have recently been created through the state. This council will consist of 4-5 top flight farm leaders from each of 5-8 counties. Current plans are that in January this project shall conduct a one day (5 hours) school with each District council on "Capitalism, Communism, and Socialism".

"It is not anticipated that the discussion type pamphlet shall be discontinued, but that major emphasis shall be shifted from that of creating awareness and interest to one of presenting basic economic facts. This will enable the individual to study the implications of public policy proposals on his own and, therefore, arrive at a more enlightened, independent conclusion." 18/

PROGRESS DURING 1951 and 1952

Observers of the Michigan program in Extension education in public affairs have characterized its progress (1948-1954) as cyclical in nature. The high point of the first cycle - if this is a good description - came during 1951. By this time a capable and veteran team consisting of Dr. Varner, Dr. Butz, and Dr. Mauch was present and operating at high efficiency.

Plans for the year called for:

1. An expansion in the use of radio and newspaper facilities.
2. The continued use of discussion pamphlets and the holding of leader training meetings. However, the number of different pamphlets were to be cut so that a better job of servicing them could be done.
3. The holding of a statewide agricultural policy conference.
4. The establishment of an Economic Club pilot project.
5. Greater emphasis on visual aids.
6. The promotion of Extension Education Work on Public Affairs Problems by way of the District Extension Advisory Councils.
7. The holding of general meetings on public affairs problems.

Beginning in the spring a series of meetings of the District Extension Advisory Councils were held to promote the public affairs effort. Usually the representatives of 6-8 county Extension Advisory Councils, plus members of Chambers of Commerce, and leading businessmen attended these meetings, coming together at a central point. In some instances representatives of labor unions participated. The following agenda illustrates the nature of these sessions; the subject in this particular instance was "Capitalism, Socialism and Communism".

District Farm Policy Forum

General Chairman	- Carl Schwass (farmer)
10:20 - 10:30	- Opening Remarks, Wenner (District Extension Supervisor)
10:30 - 10:50	- Freedom or Tyranny - Today's Challenge- Varner (Public Affairs Specialist)
10:50 - 11:30	- Capitalism, Socialism, Communism Handout "Open Meetings" - Varner and Mauch (Public Affairs Specialists)

11:30 - 11:45	- Questions from the floor - chairman
1:00 - 1:20	- Film - Productivity - Key to Plenty
1:20 - 1:40	-- Our Economic System - Mauch
1:40 - 3:00	- Group discussion - Varner
3:00 - 3:15	- Summary - Supervisor

From the technical viewpoint these meetings were successful. Mauch Varner, and Butz used charts, films and other visual aids extensively. Flood lights were used to light up maps and charts. Lectures were kept short and emphasis was placed on the discussion method. Varner, Mauch, and Butz were good speakers. As a consequence these meetings proved to be exceedingly interesting ones. In fact the term "Public Affairs Show" soon came into being to express the lively nature of these meetings.

The meetings with the District Advisory Councils continued through 1950 and 1951 and at the end of that time were discontinued. It is reported that people attending these meetings were pleased with what was presented and returned home satisfied. But then, little or nothing happened within the counties. It had been hoped by the college that these meetings would be a means of stirring up interest on public affairs problems and a means of generating county public affairs programs. As the second year of this effort (1952) passed, it became apparent that the meetings had not succeeded in their objective. There is one exception to this statement and an important one. The effort was a means of generating interest in public affairs in home demonstration clubs. We will discuss this aspect later.

The effort to develop economic clubs started on a pilot project basis in Emmet county in 1951. It was based upon the belief that a local group of key people from various segments of the economy could do much in leadership in public affairs if more facts and principles were provided. The original thought had been to start about six in the state, but only one club actually developed. The College made these suggestions to interested county agents in forming organizations for this purpose:

1. The clubs should be limited to a half dozen pilot areas the first year.
2. They should be organized only where intense interest is shown by the county agent and a few key leaders.
3. The local key people should select a name. "Economic Club", "Public Affairs Forum" etc. might be used.
4. The key group of 5 or 6 people should determine who should be invited to be members. A somewhat exclusive nature often adds interest, loyalty, and a feeling of responsibility.
5. The number should be limited to perhaps 30 or 40 people - the real leaders.
6. They should have no action program - no "axe to grind". Their aim should be one of better understanding of each other's problems.

7. Meetings should be limited to 3 or 4 a year unless the intensity of interest demands more.
8. Resource persons or discussion leaders need not be limited to the Department of Agricultural Economics nor to Michigan State College.
9. Members should determine the areas of study and discussion.
10. It probably would add something to formalize the organization - constitution, by-laws, and officers.

The formation of the Emmet County Economic Club got off to a good start with Dr. Varner meeting with the county agent and representatives from the Farm Bureau, Grange, Chamber of Commerce, business, labor unions, and the clergy. It was decided that each person would bring 5 to 10 interested leaders from their respective groups to a "trial run" meeting. Dr. Varner would present the story on "Capitalism, Socialism and Communism" at the first meeting and then the members of the group would decide if they wanted a continuing organization.

The first meeting took place as scheduled and was well attended. The group decided to form an economic club. The remainder of the history of the club can be told briefly. Dr. Varner and Dr. Mauch, alternating with one another, lead discussions on public affairs problems at 3-4 meetings per year during 1951, 1952 and 1953. Then it was decided to suspend further meetings for the time being. Thirty to forty people attended the early meetings and this number gradually dropped to 15-20. Also it appeared that different individuals attended each meeting. There was not much continuity in attendance. Despite the drop in attendance and a lack of continuity of the people attending meetings, the reaction of individuals was invariably highly favorable. They would say "This is wonderful, why don't we have more people present"?

In looking back Mauch attributes the temporary failure of this effort to several factors:

1. Meetings were held in a courthouse at 8 o'clock in the evening. In his opinion this was a poor place to meet. It would have been much better to have met at a place where the participants could have eaten together and then had their meeting in a more informal environment.

2. The effort was not initiated or sponsored by the county Extension Service organization. In Mauch's opinion the sponsorship of the county Extension Advisory Council would have helped considerably.

3. The alternative uses of a person's time. The competition of movies, social get-togethers, and plain inertia was too much. The problem

of how to establish economic club meetings on a first priority basis in a person's mind remained to be solved.

Despite these disappointing experiences with the District Advisory Extension Councils and the Economic Club Pilot Project the college specialists were making good progress on other fronts. Probably the outstanding success of 1951 was the development and use of the Open Meeting - discussion pamphlet entitled "Capitalism - Socialism - Communism, a Comparison of Economic Systems". The pamphlet had been prepared through the joint consultation of Dr. Mauch and his colleagues with members of the Political Science Department of Michigan State College. It was an important subject and a timely subject. People throughout Michigan were tremendously interested in it and the attendance ran high at all meetings. The popularity of this public affairs issue may be judged from the fact that 60,000 copies of this pamphlet were required to meet the demands. In fact 7,000 copies were requested by other states as they learned about this new discussion pamphlet. The College team of Mauch, Varner, and Butz were in great demand to present this show. Some of the out-of-state meetings they attended included:

The Mid-West Regional meeting of the Farm Bureau, East Lansing, Michigan

The North-East Regional meeting of the Farm Bureau, New York City State Farm Bureau Meetings in Wisconsin, Iowa, and Nebraska

The National Annual Convention of the American Farm Bureau Federation in Chicago.

Project personnel were also meeting considerable demand from other state Extension Services to discuss Extension education work in public affairs and the Michigan experience.

By the close of 1951 the program had reached a new high. 89 radio talks had been given during the year, 35 articles prepared for farm journals, and 410 meetings with a total attendance of 57,650 people had been held. 15-20 counties were participating very actively.

Events in 1952

The year 1952, in the Michigan Public Affairs effort is noted for four things:

1. The search for new approaches to doing Extension education work in public affairs as the use of the college discussion pamphlets by Farm Bureau discussion groups tended to disappear.
2. The beginning of public affairs education work through home demonstration clubs.
3. The beginning of public affairs programs on television.
4. Important personnel losses in the public affairs project.

As mentioned before, it was the intention of the college to do much of its Extension education work through the 800 local Farm Bureau discussion groups scattered throughout Michigan. ^{19/} In fact, as we have seen, it was largely at the instigation of the Farm Bureau that the program had begun in 1948. Unfortunately, this approach to carrying on public affairs education work soon ran into difficulties, and by late 1952 it was largely ineffective.

Mr. John Yeager, Executive Secretary of the State Farm Bureau Federation, and Dr. Mauch attribute this failure to many factors. Some of them include:

1. The difficulty in getting and keeping capable group discussion leaders.
2. The desire of farmers and their families to discuss local issues in preference to national and international problems. (Most of the discussion pamphlets had dealt with national and international public affairs problems.)
3. The competition of farm bureau discussion material emanating from the state and national headquarters. This material was generally given preference over the college material at local farm bureau meetings.
4. The time factor. Farm Bureau group meetings are social as well as business affairs. Too often there was inadequate time to handle a discussion topic adequately.
5. Insufficient interest and drive upon the part of county agents in helping the county farm bureau groups utilize the discussion pamphlets effectively.
6. The turnover in college specialists assigned to public affairs work. This made it difficult to provide dynamic leadership and follow-through.

Work With Home Demonstration Clubs

Extension education work on public affairs problems with Extension home demonstration clubs in Michigan began in 1952 and grew out of the public affairs meetings with District Extension Advisory Councils. The home demonstration clubs normally have 10-15 members each, meet monthly at the home of one of the members, and utilize the voluntary local leader system of teaching.

The public affairs movement began in Genesee county in 1952, and at the time of this writing (1954) home demonstration clubs in 8 counties of the state are participating in the program. The beginning took place in this fashion. Mrs. H. P. Schroth, Chairman of the Home Economics Executive Committee for 35 city clubs in Flint, attended one of the District Extension

^{19/} By 1954 this number had increased to 1,200 groups with 63,000 members. Approximately 25,000 members attend monthly meetings.

Advisory Council meetings on public affairs. The topic was taxation. Upon returning to Flint she reported to her Executive Committee on the public affairs meeting. The women were greatly impressed with her report and immediately raised the question "why can't the college specialists come to our county? We want more information of this nature." Mrs. Clara Hay, the urban home demonstration agent, conveyed the request to her superiors in Michigan State College, and it was not long before arrangements had been made for the college specialists to take part.

Mauch and his associates greeted the new request with enthusiasm as it promised to open a new channel of doing public affairs work. It seemed to them that the women's clubs had many advantages for promoting this type of education. They met at regular monthly intervals, had an institutionalized local leader system of teaching, and had developed a system of procedures which provided adequate time for the educational task. Furthermore it represented another way of reaching the men as it was assumed most women would discuss much of this material with their husbands.

The effort started with the city home demonstration clubs in Flint and soon spread to the 36 clubs in the rural areas of the county. Public affairs education has now become one of their regular extension projects.

The procedure in conducting the work is the same as in other home economics projects where college specialists are requested to train local leaders. Once or twice a year the college specialists on public affairs are asked to conduct a local leader training meeting on the desired public affairs topic or topics. The local leaders, normally 50-60 to a meeting, take careful notes on the discussion, receive visual aids to help them in their own presentation, and then reproduce the lecture and discussion at their own respective club gatherings. Thus far the women have liked the discussions on taxation, local government, and the one on capitalism, socialism and communism best.

Mrs. Schroth and her associates in Genesee county are enthusiastic about the public affairs program. They enjoy it because it is different than their regular home demonstration projects; they find it stimulating. The women cite two other reasons for their interest in this educational effort (1) many of them have husbands and sons overseas in the armed forces, and (2) it gives them a feeling of confidence in conversing with their men-folk on public affairs problems. They now feel sure that their source of information on public affairs is at least as good, if not better, than their husbands.

Are there any problems in conducting public affairs education work through home demonstration clubs? The women mention two difficulties: (1) much of the material is unfamiliar and abstract to them; therefore, the specialist must go slow and simplify so complete notes can be taken, and (2) it takes considerable time on the part of the local discussion leader to get ready for a club meeting on a public affairs topic.

What results are being secured from this work with the home demonstration clubs? Participants say women are taking greater interest in public affairs problems. They read more widely on public affairs matters and are forming new attitudes and opinions. Yes, they are taking action too in some instances. Mrs. H. W. Piotrowski, Secretary of the Home Demonstration Executive Committee in Flint, reports that six women in her club wrote to their state senators and representatives expressing their views on taxation matters after the club had had a meeting on the discussion pamphlet "Taxation".

Personnel Losses

As the year 1952 came to a close, the public affairs project suffered severe personnel losses. Dr. Varner was selected as the new Director of Extension to replace Mr. Ballard who was retiring. Dr. Butz was placed in charge of the rapidly expanding Extension program in marketing. While these actions were deemed necessary for the overall progress of the School of Agriculture, it did raise havoc with the public affairs project. Only Dr. Mauch remained of the "first team" of Varner-Butz-Mauch.

DEVELOPMENTS DURING 1953

Developments during 1953 may be covered briefly. Due to the severe personnel losses it was a year of smaller achievements in public affairs education work by necessity. If 1951, for instance, represented the high point of the cycle in public affairs work, then, perhaps, 1953 represented the low point or bottom before the lift of the second cycle. It was a period of searching for qualified men to carry on the project. Activity on all fronts tended to fall off with two important exceptions. First, the work through home demonstration clubs expanded. As other counties learned about the enthusiasm of the women in Genesee county for their public affairs project, more demands for this work reached the college. The second advancement was in the use of television as a medium of doing public affairs education. Whereas only 3 shows had been produced in 1952, 14 were developed in 1953.

STATUS OF THE PUBLIC AFFAIRS PROJECT - 1954

The Extension program in public affairs for 1953-54 is oriented toward broad aspects of marketing problems and policies including such timely issues as the farm price program, farmers stake in the foreign trade policy, and market prospects for United States farm products in under-developed countries. It is estimated that about 50% of the county agents of the state are participating to some extent in the public affairs educational effort.

The two main phases of the work are:

1. A statewide series of meetings on the most important topic in national agricultural policy - a new farm price and production program.
2. A continuation of the service offered in previous years to local farmers' organizations, discussion leaders' schools, home economic study clubs, service clubs and civic groups. This includes the use of discussion pamphlets and the service of the project specialists for talks.

Organizationally the project is now at full strength again. Dr. Burnell Held joined the staff in 1953, and Dr. Daniel Sturt in January, 1954. They are working full-time on the project. Dr. Mauch is now devoting about 70% of his time to the project and Mr. Hartwig about 50%. The belief is now growing in Michigan State that another first team to replace the Varner-Butz-Mauch combination is in the developmental stage.

Outlook for the Future

In addition to the work that we have mentioned above a number of developments are taking place which show great promise for the future. Some of these include:

1. The establishment of a radio tape recording service on public affairs problems for county extension workers and for vocational agricultural teachers. Dr. Sturt calls it "The Tape Well".
2. The launching of a systematic public affairs TV program aimed at vocational agriculture and farm organization groups.
3. The continued use of the Graduate Training Program for county extension workers to train agents to handle public affairs education.
4. The making of plans to launch a new effort on economic clubs, and the expansion of work through home demonstration clubs. It is expected that home demonstration clubs in about 20 counties will participate this year.
5. A reconsideration of the role of local farm bureau groups, and how the work of the College can be patterned to fit their needs. In this connection it is significant to note that Mr. Yeager, Executive Secretary of the State Farm Bureau, wants the Extension Service to push public policy work more vigorously, particularly at the county level.
6. Consideration of holding a statewide Agricultural Policy Conference once a year.
7. The consideration of a "soap opera" or case story approach utilizing radio and TV facilities.

While tape recordings have been utilized in the state for some time, it is only recently that a systematic service has been established. Radio

tapes of 5 and 10 minutes duration are cut at the College from a script, and then supplied to county agents for use on local broadcasting stations. As of August 1, 1954, twenty-two agents were making use of this service. Instructional tapes for use of vocational agriculture teachers are also being prepared and used. Some of these, for instance, carry such titles as: "Is There a Future in Farming For Me?" "Feeding for Profit", and "This Thing Called "Parity"".

The new public affairs television program which begins in October, 1954, will be patterned to fit the requirements of vocational agriculture and farm organization groups. Plans call for these various groups to see and hear the TV presentations through TV sets located in schools, grange halls and homes, and then to discuss various aspects of the public affairs problem after each TV presentation. In addition the College plans to provide brief discussion pamphlets or sheets for these groups to aid the discussion process. Television programs will be presented once a month. All TV shows will be filmed to get larger coverage.

The Graduate Training Program

One of the more promising factors for the future of public affairs extension education work in Michigan is the off the campus graduate training program for county agents. This is an on-the-job professional improvement program developed by the state County Agents Association. Dr. John Stone, Director of Special Programs, Michigan State College, played a leading role in developing and in getting the program into operation.

The program is flexible and broad in scope to meet the special needs of agents. It emphasizes work in (a) technical agriculture and public agricultural policy, (b) the skills of communication and extension methods and (c) how to work with people. Classes are held in the evenings and on Saturdays in 7 different locations in the state. Agents frequently meet on Friday night and then again on Saturday at weekly intervals. Instructors from Michigan State College conduct the classes. The county agents pay \$20 apiece for a 32 hour graduate course.

The success of the effort may be judged from the fact that 73 county agricultural agents, assistant agents and 4-H Club agents, of the state total of 139 agents, have taken part in the graduate training program since its beginning in 1951.

Public affairs courses are now an integral part of this training program. Dr. Mauch has given the instruction in several instances, and more recently Dr. Sturt has begun to participate. Both men strive to make the instruction as practical as possible. A recent course conducted by Dr. Sturt illustrates this point. Sturt used several techniques: (1) short lectures by the instructor, (2) individual presentation of public policy problems by students, (3) debates, and (4) role playing. Students,

for instance, were given the roles of state representatives and the assignment of developing complete agricultural programs for their respective counties. Two agents were given the roles of Secretary and Assistant Secretary of Agriculture. Their task was to develop an over-all regional program based on the county programs. After the programs were prepared, discussions took place on the merits of the plans. The final assignment required that each agent prepare an outline on how to develop and conduct a county Extension education program in public affairs. 20/

Sturt reports that as a result of this 32 hour course for 14 agents, there has been great improvement in their participation in the public affairs education program.

The Potentialities of Training Programs

The potentialities of the Michigan graduate training program and regional Extension summer schools in educating county agents to participate more actively in public affairs education is illustrated by the experience of the county agent of Calhoun County. 21/

Burrell Henry, county agent of Calhoun County, attended a regional Extension summer school at Colorado Agriculture and Mechanic Arts College, Fort Collins, Colorado, in 1953 taking a course in public affairs education. Later in the same year, he enrolled in the off campus graduate training program of Michigan State College and took another course in education in public affairs. From this experience he has gained confidence and knowledge in how to conduct a public affairs program on his own initiative. Previously he had participated in public affairs education with the help of the college specialists. But now, fortified with his new knowledge and confidence, he is able to handle the public affairs assignment in the same manner as more traditional Extension efforts.

During the last year, for instance, Henry has held 35 meetings in public affairs education with an average attendance of twenty-five people per meeting. Approximately 2/3rds of these meetings were with rural groups, and 1/3 with urban people. In addition to these activities Henry has been cooperating with twenty-three farm bureau discussion groups, two home demonstration clubs, three granges and two farmer union groups in Extension education in public affairs.

Mr. Henry lists these difficulties in carrying on a public affairs education program in the county:

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- 20/ Dr. Mauch's procedures are somewhat different than the one described.
21/ The Federal Extension Service estimates that 650 Extension workers in the United States have attended public affairs courses at the five regional Extension summer schools in the country since 1950.

1. Getting people to take an interest in state, national and international public affairs problems. The natural desire is to concentrate on local issues.
2. Getting people to take time to develop an understanding of the subject and then to express an opinion.
3. Developing and then keeping good discussion leaders.
4. Finding time in the busy Extension plan of work to do public affairs education.
5. Securing printed material that is easy for the farmer to read and understand.

Status of Research Work

Although attracting less general attention than the Extension education project, the research project in public affairs was beginning to make substantial progress by August 1, 1954. Under the leadership of Dr. Lawrence Witt and Dr. Dale Hathaway work had been or was being conducted in the following areas:

Michigan Farmers and the Price Support Program
Farming Under Price Supports
Farmers' Attitudes Toward the Support Program
Survey on Effects of Production Controls
Agriculture, Trade and Reciprocal Trade Agreements
Our Agricultural and Trade Policies
Agricultural Policy: Whose Valuations?
Farmers' Understanding and Agricultural Price Policy?
Michigan Potato Producers and Price Support Programs
Agricultural Conservation Payments and Farm Practices

RETROSPECT

Before concluding this progress report of the Extension Education Program in Public Affairs in Michigan, it seems appropriate to take a look backward. How do some of the leaders of the School of Agriculture feel about this Extension education effort? Have we learned some lessons for the future?

Dean Cowden feels that the College of Agriculture has a definite responsibility to carry on Extension education in the field of public affairs. He believes that the Extension role of the college in this effort is to give the people the facts, pointing out the pros and cons of each issue, the alternatives and possible consequences. The work should be centered around discussion groups, permitting the people to arrive at their own decisions. It is the Dean's opinion that the public affairs extension educational program should cover all public affairs issues that the general farm organizations of the country consider. He feels that the scope should be much broader than the field of agricultural economics. It should include such topics as the United Nations, universal military training, control of the atom bomb, and local government.

In retrospect Dean Cowden feels that the public affairs program got off to a good start. Then it slipped in its use of farm organizations. In his opinion part of this trouble was the fault of the college. Farmers wanted more local discussion material than the college provided. This, he says, ought to be corrected in the future. The loss of the "first team" in 1952 was a severe blow to the progress of the work, but this could not be avoided. While the program has had its ups and downs, he feels that Extension has done one of its better jobs in this field. He believes a new team is now being developed and that a better and more dynamic program will soon evolve.

Dean Cowden believes the relations with general farm organizations in this type of endeavor should be close. The college should work with them and through their organization structure whenever and wherever it is mutually beneficial. On the other hand the Extension Service should develop other channels, such as the use of home demonstration clubs, and vocational agriculture groups.

The Dean sees no major obstacles or problems to doing this type of educational work. In his opinion the main ones that Michigan has encountered have been man-made, for instance, the breaking up of the veteran team of Mauch-Varner and Butz. Contrary to the belief of many people, the Dean feels that public affairs Extension work is one of the easiest types of Extension work to carry on. In this connection he uses the illustration of a 28 year old geneticist and a 28 year old public affairs educator. Which one will find it easier; (1) to prepare his subject, and (2) get a large audience? He points out that the philosophy of approach must be different. Some Extension folk may never be able to handle public affairs

education properly. The tradition of "telling them" utilized in so much of Extension work makes it difficult for some extension people to shift to an approach of supplying facts and encouraging farmers to make their own decisions.

Dean Cowden feels that the problems of research may increase rather than decrease in the field of public affairs education. There is great need for research in the fields of political science and sociology to establish a sound base for Extension education in public affairs.

Dean Cowden is of the opinion that the Michigan graduate training program, and the programs of the regional Extension summer schools, will help immeasurably in the long run in gaining acceptance, support and participation of agents in public affairs work.

Director Varner of the Extension Service, who has played such a leading role in the public affairs education program, is, of course, a staunch advocate of this Extension education effort. From his experience he feels that, while this is an important program, it is also a dangerous program for Extension. The distance between public affairs education and involvement in political issues is close. The Director points out that it is hard for the specialist to be objective; and even when the material is presented in an objective way, it may run at cross purposes to strong points of view. The presentation of local issues is particularly difficult.

In the Director's opinion the primary problems in doing public affairs education have been and remain: (1) getting a vehicle to work through, and (2) the staffing problem. Director Varner agrees with the Dean that somehow or other the college must find a way to select and prepare its materials to fit better the needs of farm organizations. The staffing problem has two aspects. The first is to develop and maintain a willing, mature and diplomatic specialist staff. The second one involves the training of the county staff to a point where they can handle this type of work. It is a serious problem and a long-time one. In his opinion there are probably not more than 10 county agents in Michigan who can handle public affairs education work on their own initiative satisfactorily. But there has been progress. Five to six years ago there were none. It is his opinion too that the Graduate Training Program and summer schools offer the best opportunity to overcome this problem.

In looking ahead into the future Director Varner sees no great change in the effort that the Michigan Extension Service will put into the project. He points out that Michigan is already doing as much, if not more, on public affairs education than any other state in the country. For the present at least he is not in favor of broadening the scope of the present work. It would involve complications of funds as the Research Marketing Act money, for instance, can be utilized for only certain purposes. Like the Dean, he feels that the new team now coming into being will bring more effective Extension education work in public affairs to Michigan.

How do the women at the state level feel about the program? Mrs. Leona MacLeod, State Leader of Home Demonstration Agents, and her associates are enthusiastic about it. They point to the work of the home demonstration clubs in Genesee county and the others (counties) that are participating with pride. They believe that there is a big future for public affairs education through their womens' clubs. There is one difficulty; the small staff at the state level is so busy with traditional types of home economics work that there is little time left to push public affairs education work. They say that they need someone on the state staff - at least part-time to promote this activity.

Mr. Harold Foster, a District Extension Supervisor, agrees for the most part with the others as to the causes for the ups and downs in the program. In looking back he is inclined to point up the matter of administrative support as one of the chief factors in the progress, or at times lack of progress, in the program. Mr. Foster explains the administrative support factor in this way. During the period 1948-1952 things were relatively quiet on the Extension front, and there was time for state administrators and supervisors to promote the public affairs education project. As a result many county agents got busy on the program. However, as time moved along, a number of newer developments took place which more and more occupied the attention and the time of the administrators and supervisors. There was the coming of the Kellogg Foundation and its projects in which the Extension Service was interested. This was followed by the new emphasis on marketing and farm and home planning activities. Consequently there was less and less time to devote to public affairs education work. In Foster's opinion it was not a case where anyone felt that public affairs project work was less important than it was before; it was simply a situation of new efforts, lack of time, and priorities. It has been Mr. Foster's experience that the program situation at the county level is frequently a direct reflection of pressure applied by the state office. As this pressure for public affairs education eased in 1952 and 1953 from the state office, the work in the counties also tended to fall behind.

How does the project leader feel about the Michigan public affairs educational effort? Dr. Mauch looks forward with confidence to the continuation and gradual expansion of the project. While the program is still in the infancy stage, he feels that it is making a real contribution in the development of people, and the eventual development of sounder public policy. Extension education on public affairs problems is essentially a process of teaching people to make better decisions. It is also a program of developing individuals and therefore a program of lifting the dignity of the individual.

Dr. Mauch feels that Michigan's effort has been a trail blazing one in many respects. It has been a process of learning by trial and error. He points out that it had to be as there was not much knowledge upon which to draw. Out of this experience, however, there have come additional guidelines on how to do the job and a confidence in Michigan that it can be done.

While all the guideposts are not present - they never are, - there are enough to indicate the direction. It is Dr. Mauch's feeling that these guideposts, along with the ones developed in Washington, will help the Michigan Extension Service do a better job in public affairs education in the future. They may also be helpful elsewhere. Some of these guideposts are:

1. The administrative and supervisory people at the State level must be sold on the program, and must push it, push it hard.
2. The county staff must be sold on it, and their cooperation sought in every possible way.
3. If the extension program in public affairs education is to be pushed on a broad front, the county extension workers must receive adequate training. This requires a strong training program.
4. There must be an organized group or groups in the counties to work with. Extension must work through their leaders.
5. A series of lessons on principles underlying public policy discussions with the real leaders of the community may pay bigger dividends than trying to reach everyone. Every opportunity, however, should be sought to meet with the masses to create interest in and appreciation of broad public policy problems.
6. The teaching situation should revolve around the discussion method.
7. The preparation and presentation of public affairs problems should give the pros and cons, point out the alternatives and their consequences. It is axiomatic that we must start from where people are. Discuss issues and not personalities. Let the people make their own decisions.
8. Public affairs subjects must be important and timely; and they should include a reasonable proportion of local as well as state, national and international topics.
9. The establishment and maintenance of a qualified specialist staff spending full-time on public affairs education is a necessity if the work is to be advanced rapidly.
10. A strong research program closely coordinated with Extension is a necessity, but the paucity of research should not be used as an excuse to avoid education in public affairs.

